**ESOL Learner Activity Descriptions**

**TABLE A**

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| **Drill** | **Rationale** | **Explanation** | **I Speak English Page Reference** |
| Backward Buildup | Provides help with mastering long sentences and complex sentence structure. | Division of sentence into phrases; repetition of phrases beginning at end of sentence and moving backward. | Pages 80-81 |
| Chain Drill | Useful introduction activity; models proper sentence and question structure. | Learner responds to question, then asks next learner the same question. | Pages 82-83 |
| Completion Drill | Provides practice in sentence formulation while encouraging learner spontaneity. | Tutor begins sentence, leaving learner to complete it; use with pictures or new vocabulary. | Pages 86-88 |
| Free and memorized dialogues | Provide practice with patterns and structures of the English language; combine with response drills, restatement activities, substitution drills. | Memorized text or spontaneous communication using tutor prompts, lesson vocabulary, topics from student interest inventories. | Pages 88-92 |
| Response Drill | Encourages learner  independence when answering questions. | Repetition of statement followed by answering of question. | Pages 75-77 |
| Restatement Drill | Useful for teaching authentic responses; may be combined with new vocabulary and/or grammar practice. | Tutor asks students for a verbal response, ie: "Tell me you are going to the movies." Learner responds with, "I am going to the movies." | Pages 85-86 |
| Sentence Combining | Allows creative use of the English language by building complex sentences from simple sentences. | Combine two simple sentences to make a complex sentence using connecting words *when*, *so*, *but*, *because*, etc. | Pages 83-84 |
| Substitution Drill | Models correct sentence structure. | Substitute one word for another while leaving the sentence unchanged. | Pages 72-74 |
| Transformation Drill | Teaches how to change positive statements to negative and vice versa; how to change statements to questions and vice versa. | Learner repeats statements after tutor; tutor uses verbal prompts and/or pictures to elicit proper response. | Pages 78-79 |

**TABLE B**

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| **Activity** | **Rationale** | **Explanation of Activity** |
| Jigsaw | Useful for breaking down large tasks into smaller ones, assigning tasks according to individual interests and ability levels. integrates speaking, listening reading and writing skills. | Learners choose/tutor assigns one activity that is part of a larger, multi-faceted project. Learners coordinate outcome with each other and with tutor. Example: A learner-generated directory of employers may require learners to locate employers (activity 1), describe the types of businesses (activity 2), and organize employers by categories (activity 3). |
| Think-Pair-Share | Encourages flexible, independent responses to questions, provides practice with listening, speaking and writing depending upon activity objective. | Tutor asks question; time allowed for reflection and individual response; learners share/compare responses with one other learner; pair shares responses with class. Especially useful for grouping learners according to ability levels. |
| Tic-Tac-Toe | Fun starter activity for use with vocabulary building. Provides practice with listening and reading skills. | Tutor distributes tic-tac-toe grid to learner(s); learner chooses nine words from vocabulary list, placing one in each of nine tic-tac-toe squares. Tutor randomly selects words from list, reading definitions out loud until a learner matches definitions and words to form a straight line in any direction on the grid. |
| WebQuest | Integrates basic internet search skills while building reading comprehension and writing skills. Particularly useful when designed around individual learner interests. | Tutor constructs a virtual roadmap using a series of Website addresses and questions associated with each. Ideally suited for independent learners and/or the encouragement of greater learner independence. Tutors should start with *The WebQuest Page* at: <http://webquest.sdsu.edu/> for instructions and links to examples. |